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ABSTRACT

This report contains descriptions of 34 best practices of North Carolina high school/community college Tech Prep (TP) consortia from a 2000 review. All consortia were allowed to choose their best effort or accomplishment completed or in operation at the end of 1999-2000. Among the practices described were: a comprehensive career development system; curriculum expo; revitalizing TP; getting the word out about TP; model apprenticeship/internship program; career pathways; technology integration; articulation programs; career academies; program data collection and analysis; career portfolios; using industry standards; establishing collaboration; virtual campus tour; and an institute on connecting education to work for teachers, counselors and administrators. Each best practice description includes the names of the participating schools and a contact person with address, telephone number, and/or e-mail address. (AJ)

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ED 473 670

1999-2000

Best Practices

Issued by: North Carolina Community College System
H. Martin Lancaster, President

and

North Carolina Department of Public Instruction
Michael E. Ward, State Superintendent

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Foreword

Information in this document was collected during the 2000 Tech Prep Reviews. The tech prep contacts were asked to present a short, written document that represented a best practice for their consortia. All of the consortia were allowed to choose the practice that was considered to be their best effort or accomplishment. This pamphlet is a collection of the practices as they were presented by the consortia contacts. Only those activities that were not legitimately tech prep were excluded from the document. This collection represents those accomplishments that were completed or in operation at the end of 1999-2000.

1999-2000

Best Practices

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BEST PRACTICE: KEYS
Alamance-Burlington School System & Alamance Community College

The Alamance County College Tech Prep Consortium has been committed to developing a comprehensive career development system. A steering committee, comprised of ABSS counselors and administrators, ACC Director of Student Services, Elon College Career Center Director, business representatives and workforce development staff, met over a period of seven months to develop a mission statement and goals for all levels and curriculum areas K-16. In the beginning of the process, all members of the committee submitted goals they would like to see in a comprehensive career development program or system. When all these goals were compiled, the committee was overwhelmed with number of goals. Upon further examination, commonalties in goals were identified. Under the leadership of Dr. Bob Orndorff, Director, Career Center, Elon College, a philosophy of "less is more" was developed. The goals were merged into five major goals. Each goal was represented by a key word – Knowledge, Exploration, Yourself, and Skills (job skills and employability skills) – the acronym KEYS. Faculty surveys were conducted which validated these five goals.

During the following summer, faculty teams representing each academic level – elementary, middle, and high school – developed objectives, strategies and activities for each goal. A key factor in successfully implementing this system was its integration into the standard course of study. The elementary team did develop suggested activities, but they were careful to show how these activities supported the existing curriculum in each academic area. Business/industry representatives reviewed the total plan and gave their complete support. At the middle school and high school level, suggestions and strategies were given, once again showing how the teaching of career development objectives supported activities and requirements already in place. It was decided that the developed system would be piloted in a zone – a high school and its supporting middle and elementary schools. The Southern zone volunteered. The "KEYS" program was presented to the principals at a "kick-off" luncheon. Members of the summer team, along with Dr. Orndorff, explained "Why are we doing this?" and "How we are going to do this." The principals gave their full support by signing a commitment statement and identifying a contact person for their school.

Individual staff development was conducted for the staff end faculty for all nine pilot schools. Throughout the school year, faculty documented activities and lessons that supported career development. At the end of the school year, representatives from each pilot school met to share and reflect. Feedback indicated overwhelming success in achieving teacher and administrator buy-in and student motivation as a result of participation in the pilot. This next year another school zone will go through the same process – refined somewhat based on lessons learned from the first pilot. The long-range goal is system-wide implementation. A successful first year indicates this will be possible.

FOR ADDITIONAL INFORMATION CONTACT:

Vickie Hodge, College Tech Prep Coordinator, Alamance-Burlington School System (336-5706130)
email: vickie_hodge@abss.kl2.nc.us

Ted Lake, College Tech Prep Coordinator, Alamance Community College (336-578-2002)

Asheville City, Buncombe County, Madison County, and Asheville-Buncombe Technical Community College Consortium
COLLEGE TECH PREP 1999-2000 BEST PRACTICE

Title: Curriculum Expo
Location: Asheville-Buncombe Technical Community College
Contact Person: William H. Teague, Vocational Director
Buncombe County Schools
175 Bingham Road
Asheville, NC 28806
(828) 255-5930

Fifty-three teachers, counselors, and administrators from the Asheville City, Buncombe County, and Madison County Schools participated in the Curriculum Expo held on June 14-15, 2000.

The Curriculum Expo has three objectives. Objective 1 included bringing school staff members, mostly teachers, to the campus of Asheville-Buncombe Technical Community College for an intensive hands-on experience with all aspects of the college. Objective 2 was to involve many of the College's faculty, staff, and administration in order to inform and involve them in the Tech Prep programs. The third objective was to put into the hands of the high school teachers information about the technical programs and the College's admission and entry standards. This included hands-on activities with the Placement Articulation Software Service (PASS) testing program.

Asheville-Buncombe Technical Community College prepared notebooks for all participants. Activities, speakers, and the two-day conference materials were provided by the community college utilizing Tech Prep funding. The school systems provided a stipend and certification credit to participants for this activity.

Part of this two-day event included walking tours to visit many different areas of the community college campus and to meet faculty members and see each area's facilities. Participants even had the hands-on opportunity to challenge their skills by working with the equipment in various areas. Cutting vegetable in the Culinary Arts kitchen or working with the computer aided design systems in the engineering labs provided wonderful experiences for the school staff members.

Other sessions included a career pathway presentation, panel discussions with business, industry, and graduates, and a college placement exam presentation. This experience allowed the teachers to take the placement test that would be given to their students as a part of admissions and placement. Results of the test were shared and this served as a wonderful tool in helping the teachers and school staff see first-hand testing feedback and the benefits.

Evaluation sheets were completed at the end of this event and feedback was extremely positive. This event has proven to build connections and strengthen the articulation efforts. Plans are already in the works to continue this project for next summer.

Bladen Community College
Best Practice
1999 - 2000

In May 2000, a new beginning, a rebirth of College Tech Prep occurred in Bladen County. It was not a new idea or a ground breaking event that occurred but it had to do more with timing. After nine years of College Tech Prep, it was time to revitalize this program.

A plan was devised to have two workshops with the same participants but different guests for each. The participants of the workshops were not great in number, but specifics for each were preferred. Bladen Community College asked for the Director of Vocats, Director of Workforce Development/ College Tech Prep and the Assistant Superintendent of Instruction from the Bladen County Board of Education. From the high schools we asked for a counselor and an individual instructor that was very influential to students. From Bladen Community College came the Vice President of Instruction and the Department Chair of Industrial Technologies/Director of College Tech Prep.

The aim of the workshops was threefold: first to bring in industry leaders and the Bladen County Director of Economic Development to express their concerns of the career pathways the youth of Bladen County are currently choosing and to inform the workshop participants of the current technical employment opportunities and the potential growth of technical employment coming to Bladen County;. second to allow Bladen Community College instructors to make program presentations to highlight the highly technical course work that occurs on the Bladen Community College Campus; third to develop brochures for the marketing of College Tech Prep to the population of Bladen County.

The aim of the workshops was on target and out of this came a new energy, a new enlightenment for College Tech Prep. Counselors, instructors, Board of Education Administration, Bladen Community College Administration, industry leaders and county government left with a new enthusiasm that I believe will be the catapult for the new beginning of College Tech Prep in Bladen County.

We recognize these workshops as something special and now must nurture this enthusiasm in the coming years.

Brunswick County Schools/Brunswick Community College
College Tech Prep
Best Practice
1999-2000

The College Tech Prep partnership in Brunswick County has focused on communication during the 1999-2000 school year. By using a variety of techniques, Brunswick County Schools and Brunswick Community College are learning about knowledge of College Tech Prep by students, teachers, and the business community. The partnership is working to increase awareness of available opportunities, and students can learn about College Tech Prep in their school guidance office, cafeteria, local restaurants, and anywhere a computer can be put to use.

The partnership is spreading the word about College Tech Prep with tray liners distributed to local schools and restaurants, "table tents" for dining tables and serving counters, and writing pads that may be used as mousepads. Focus groups of students and teachers have helped both the schools and community college learn about the needs and wishes of students, and ways in which high school and community college teachers can work together to improve results.

Updated College Tech Prep brochures have been designed to make students, parents, and members of the business community aware of the various opportunities available in the career pathways in the schools, as well as the programs of study available at Brunswick Community College.

Most exciting this year has been the development of a College Tech Prep compact disc, which is being distributed to high school students primarily by guidance counselors. This innovative approach to making information available is designed to take advantage of student interest in computers and technology and the ease with which relevant information may be accessed.

The CD features an introductory video clip of students from the three high schools who are engaged in College Tech Prep classes, followed by testimonials from individual students and teachers. Students are featured in carpentry, cosmetology, and aquaculture classes. The CD outlines the many career pathways available in each of the high schools and includes sample career development plans that a student might follow. From a high school pathway, a student may click on a relevant program of study at Brunswick Community College. "Frequently Asked Questions" and information about dual enrollment and articulation credit are a click away. A link to the Brunswick Community College website allows students and others to access information about current schedules, fees, and related information. The CD allows the student to print out individual career pathways, BCC programs of study, or information about articulation credit.

Contact Person: Steve Skillman
Brunswick Community College
(910) 755-7355

Cabarrus County, Kannapolis City
VIDEO PRODUCTION
Katrina R. Chambers

Video Production was an in-depth course on basic film and video production. The class was one of the courses offered in the NCIH Distance Learning program at A. L. Brown High School (ALB), and was also being taught/broadcast to students at Northeastern High School (NHS) in Elizabeth City, NC. The core curriculum of the class was to teach the students the three basic components of film or cinematography and the different jobs or roles within each phase, all while encouraging creative expression. The three basic components are **Pre-production, Production, and Post-production.**

Within each of these three different components there are four primary roles: the **Director, Producer, Director of Photography** or cameraman, and the **Editor.** At the onset of the class, each student throughout the semester had to learn and participate in each role. Fortunately, the small class sizes enabled this to occur. With each project, the student held at least one of the four primary positions. They were also able to learn nonprimary roles such as scriptwriter, location scout, set designer, etc.

Once the students were familiar with the different components of production and the various positions, they were then introduced to the different film genres, such as: **Documentaries, Biographies, Music Videos, Interviews, and Short Features.** After all facets of production were taught, the students had to incorporate creativity into what they had learned. In order to do this, the various projects were assigned according to the genre; however, the subject matter of the video project was left up to the student. They were allowed to choose their own topics, with instructor approval.

The interaction between the students at ALB and NHS was great. They were really classmates, in spite of the distance. The students set up email accounts so that they could communicate with each other on a daily basis and outside of the classroom. The UNC-G Film Festival was the field trip planned for this class. Unfortunately, a scheduling conflict prevented NHS from attending. The ALB students were able to see projects that other students had done and how they used their knowledge and creativity to create wonderful film projects. In addition to film screenings, they were able to sit in on Q & A sessions, where they participated enthusiastically. The directors of some of the films exchanged email addresses with the students to get feedback on their projects. One of the directors later sent a VHS copy of his film to A. L. Brown because we had missed the screening. We used a class period to view the film and then all the students, including NHS, gave their views about the film via email to the director. This was a wonderful experience for the students.

The A. L. Brown Cyber Campus, an eager group of students, and my years of experience in film and video production made this class a great experience.

Contact Katrina Chambers
A. L. Brown High School Cyber Campus
415 East First Street
Kannapolis, NC 28083
Telephone: 704-933-8280

Catawba Valley Tech Prep Consortium—
1999-2000 Best Practices
1998-2000 Project
August 2000 Review

Title: High School Apprenticeship and High School Internship Programs

Location: All high schools located in the consortium

Alexander County	1 high school
Catawba county	5 high schools
Hickory City	1 high school
Newton-Conover City	1 high school

Description: We believe that we have model high school apprenticeship and internship programs in each of our consortium member high schools. Seven of eight high schools have active apprenticeship programs in place and all eight have active internship programs. The real strength of our high school apprenticeship and internship programs is related to the high degree of integrity that we believe all of our programs have. Career development coordinators who have developed high admission standards and high performance standards manage these programs. A great amount of effort has been directed to establishing high quality school-to-work experiences that serve the best interests of students and employers alike. Two of our high school apprentices have received awards from the North Carolina Department of Labor during recent annual Apprenticeship Forums. Students, teachers, and employers regard both of these programs as very positive educational opportunities. Students enrolled as an apprentice or as an intern report these experiences to be of tremendous value that really make a difference in their lives.

Seventy apprentices were registered with the North Carolina Department of Labor, and 725 interns were enrolled during the 1999-2000 school year. Each apprentice was enrolled with the expectation that he/she complete the apprenticeship experience and earn his/her journeyman's certification. All of our high school apprentices and interns must have at least a 2.0 G.P.A., a good school attendance record, no serious discipline problems, and the favorable recommendation of at least two of their teachers. Students are interviewed by the career development coordinator and the prospective employer, and are placed as an apprentice or intern only after they have convinced each that they are serious about completing this experience. We expect the percentage of high school apprentices that earn their journeyman's certification to be very high. We will be working with the Department of Labor to organize a data collection process that will give us accurate information in this regard. Internship experiences related to apprenticable careers will serve to better prepare students for apprenticeships.

We are fortunate to have a healthy number of employers who are willing to sponsor apprentices and interns in our area. A diversified array of apprenticeship placements include placements in furniture, hosiery, medical equipment, machine shops, auto mechanics, auto body, glaziers, pharmacy assistants, veterinary assistants, fiber optics, child care, etc. This past school year cooperative agricultural education was replaced with Agricultural Apprenticeship. Even though one of our goals is to increase apprenticeship placements by ten percent, it must be noted that our primary concern is with high quality placements. The percentage of journeyman's certifications earned by our high school apprentices will be shown with future data and, we believe, will verify our quality placements.

Participation in our internship programs has grown by an average of 65%. Students enroll for an entire semester and receive an elective credit. The career development coordinators work with the sponsoring employer to develop a training plan and student work schedule. Students are required to complete assignments related to their internship experience, which will vary according to the placement. Internship placements are more diversified than apprenticeship placements. Many students are placed with medical doctors, lawyers, architects, law enforcement officers, funeral homes, etc. Student interest in our internship programs is growing quickly. Our obvious concern is our ability to keep up with placement demands and our ability to keep employers motivated to participate. Additional information related to high school apprenticeship and/or our internship programs can be obtained by contacting the work-based learning contacts in each system: Brenda Simmons, Alexander County Schools, 828-632-7001; Marian Ford, Catawba County Schools, 828-464-8333, Bettie Kirkman, Hickory City Schools, 828-322-2855, Dreama Patrick, Newton Conover City Schools, 828-464-3191.

Best Practice
College Tech Prep Student Institute
"Your Life in the Workplace of the New Millennium"
Charlotte-Mecklenburg Schools
and Central Piedmont Community College

Contacts: Emily Freeland, CMS Sheila Harvin, CPCC

In October, the College Tech Prep Student Institute was held to provide selected College Tech Prep students an opportunity to focus on how they will fit, succeed and contribute in the workplace they will soon enter. The objectives were to:

- Provide an overview of the 21st Century workplace
- Assess the students' natural abilities, career aspirations and personal styles
- Focus on workplace skills including diversity, time management and acceptable business behavior.

Based on a formula of one to 500 students, all high schools choose tenth and eleventh graders and one staffmember to attend the all day institute at Zion's Renaissance Retirement and Retreat Complex in Charlotte. When the students arrived by bus, they were given their name badge, a program and a CPCC tote bag filled with goodies.

At the opening session, students were welcomed by the Director of Guidance and Student Services and heard the keynote address "The New Workplace: Challenges for the New Millennium." After a refreshment break, the attendees rotated through three concurrent sessions focusing them on their abilities, goals, personal style, interests, and career aspirations. The Highlands Program in Charlotte provided the morning facilitators and keynote speaker.

After lunch, all students participated in two workshops, "True Colors and Teamwork" and "Diversity in the Workplace." At the closing session, students were served refreshments and high level administrators from Central Piedmont Community College presented each student with a certificate of participation and a closing challenge.

All participants evaluated the experience as being valuable and worthwhile. They also expressed a desire that it become an annual institute.

The planning committee, consisting of CMS and CPCC personnel, a retired CMS apprenticeship coordinator, and representatives from INROADS, Exploring, the Navy, M. B. Kahn, and the Highlands Program, met monthly for almost a year to plan this successful activity. At a follow-up luncheon the committee reviewed the evaluations, students' suggestions and their observations. Due to the institute's success, the committee has decided to plan a similar opportunity for next year.

CLEVELAND CONSORTIUM
BEST PRACTICE
PROGRAM AREA MEETINGS

The Cleveland Consortium is composed of three school systems and Cleveland Community College. Collaboration has proven to be an essential component in the success of the programs and initiatives of the consortium. The leadership recognized how important it is for them to meet regularly on behalf of the consortium and also as colleagues to network ideas. Last year we decided to arrange regularly scheduled program area meetings throughout the second half of the year. These meetings were used for teachers in like program areas to network, share, plan, and strategize. The one-person areas were no longer "out there" alone. Every person had at least one counterpart. The directors used the time to hear input from the teachers, to answer questions, and to keep them updated on issues such as VoCATS as part of ABCs and the impending merger. The VoCATS Coordinators used this time to deliver staff development on CMS 95.

The College Tech Prep grant allowed for stipends of $100 and CEUs. The plans for this year include expanding to the community college instructors. The meetings will serve as the platform for:

- Staff development
- Communication with Directors
- Networking
- Issue discussions
- Mutual support
- Articulation process

Having this practice in place is critical for Workforce Development Education. Teachers at all levels and in all areas are under more and more pressure for accountability. Merger for the three systems will quite likely occur sometime this year. All areas are getting more and more technical and students are becoming more challenging to teach. This support group system gives teachers a place to un-wind, listen to folks with the same concerns, and share ways to reach the students.

For information and questions call Sandy Kistler, Cleveland County Schools, 704487-8581 ext. 1030; Sheila Sisk, Kings Mountain District Schools, 704-734-5637; or Sue Smith, Shelby City Schools, 704-480-0070.

Tech Prep Best Practices
Columbus County Tech Prep Consortium
1999-2000

Contact Person: E. Keith Jefferys
Director, Workforce Development
Columbus County Tech Prep Consortium

The Columbus County Schools, Whiteville City Schools and Southeastern Community College Tech Prep Consortium have developed a very close relationship through Tech Prep. During the 1992-93 school years our Tech Prep proposal was funded to bring to Columbus County students the same opportunities afforded students throughout the state. Through the efforts of our consortium, we have initiated and implemented a Comprehensive Career Guidance Program that has been sustained and expanded even during the five years we did not receive funding. The Columbus County Tech Prep Consortium believed that this effort was so important and far-reaching that we had to persevere even without outside funding.

Beginning in 1992-93 we began re-organizing the focus of our courses of study and implemented a Comprehensive Career Guidance Program that placed emphasis on serving students. In addition, we expanded our work-based learning to include job shadowing, internships and apprenticeships. Four-year plans were developed with each student entering the ninth grade and each has a career focus. Our high school courses, where possible, are articulated with the community college and we have established a relationship with the job-link center to enhance students' connection to a career and career information. In addition, Courses such as technical math I and II have been added to enhance the core areas. Hence, we felt that we developed the foundation for Tech Prep but did not yet have the funding for the technology that would later be required to help students seeking high tech careers.

During the 1998-99 school year, the consortium was notified that our proposal was approved but could only be funded by monies not allocated or through monies reverted via non-expenditure from other consortiums. In February 2000 our consortium was notified that they would receive approximately $75,000.00 of the $ 150,000.00 that had been approved in our 1998-99 proposal.

The foundation for Tech Prep had been established and now we had money to improve, in part, our technological base for students. Therefore, the County school system expended Tech Prep funds for three up-to-date computer labs. These computer labs would be used for a third level computer course to be taught by a community college instructor whereby students will receive college credit and high school credit. Whiteville City used Tech Prep funds to purchase computers to upgrade their middle school computer labs.

A by-product of the Tech Prep effort in Columbus County is that the consortium members have developed a relationship that did not exist before. The efforts of the Tech Prep consortium have laid the foundation for students to seek high tech careers and to focus their pursuit of the career of their choice.

CRAVEN COMMUNITY COLLEGE
1999-2000 COLLEGE TECH PREP BEST PRACTICE

Title: College Tech Prep Career Pathways for Students
Publication Location: Craven Community College, 800 College Ct., New Bern, NC 28562
Contact Persons: Jean H. Hemphill (252) 638-7213; e-mail hemphilj@admin.craven.cc.nc.us
Thomas O'Donnell (252) 638-7211: e-mail odonnelt@admin.craven.cc.nc.us

In a collaborative effort to support communication and seamless transition, the College and Craven County Schools published a booklet: **College Tech Prep Career Pathways for Students.** In this booklet, pathways and programs are laid out by courses from grades 9 through 14. The booklet also contains information about college transfer programs of study and vocational programs of study.

The 1999 publication was distributed to students, counselors, faculty, administrators, advisory committees, and the Board of Trustees. It has been updated for 2000-2001 for inclusion of program modifications, program additions, a listing of articulated courses, and the College website address. There will be wide distribution as described above.

CRAVEN COMMUNITY COLLEGE
1999-2000 COLLEGE TECH PREP BEST PRACTICE

TITLE: Craven County Schools Career Development Plan
LOCATION: Craven County Schools 3600 Trent Road, New Bern, N.C. 28562
CONTACT PERSON. Billie P. Landen (252) 514-6322; e-mail billie.landen @craven.k-12.nc.us

This career development plan provides services to promote student success. It involves school counselors, teachers, administrators, school and central services support staff as well as supporting parents, community agencies, and business/industry. Many of the developmental concepts are covered through an ongoing developmental program and are incorporated into other classroom studies. The plan is aligned with the National Career Development Guidelines, the North Carolina Guidance Standard Course of Study, and the Craven County Schools Strategic Directions.

Cumberland County Educators in Business: 2000
Best Practices in College Tech Prep

With the intent of strengthening the contextual learning focus of the Five-year College Tech Prep Plan in the Cumberland County Partnership, the Professional Staff Development Work Team implemented a fourth year of summer internships for teachers: Educators in Business–2000. The project's goal espoused the belief that student reaming becomes more connected to the World of Work after teachers participate in relevant business internships and, thereafter, make essential changes in classroom activities and curriculum.

Using evaluations from previous summers, the work team determined that some components should remain in-place while others required significant change. As in the previous summer, each high school district's team became a Curriculum Integration team of six teachers working in one business environment. Ideally teams had members from each of the following disciplines: English, math, social sciences, science, Support Services, and Workforce Development Education. Principals recruited teachers who had not previously interned. Again, the process for securing business sites included assistance from the Plant Managers' Association. The stipend remained $75.00 per day.

The first modification was to compress the internship from six days into five. Last year's interns reported that a six-day/fifty-hour stint essentially committed two weeks because of involving two Mondays. Subsequently, the work team determined Educators in Business--2000 to be a forty-hour commitment with two hours in May dedicated to learning the process and details [orientation]; thirty-two hours during June 19-22, interning in business; four hours on June 23, planning staff development; and the remaining two hours in the fall, presenting to school staffs.

Another change was to invite eighth grade teachers to intern as members of the high school team from their district. Because local funds and JobReady monies could pay the stipends of the middle school teachers, the work team felt that extending the project to teachers who influence students in the selections of high school courses would make College Tech Prep more comprehensive. In addition, four Auto Tech instructors asked to intern at a local automobile dealership and this group became another team with different outcomes and staff developments expected. Finally, Fayetteville Technical Community College had a team identified when logistics became skewed and the business site had to rescind its invitation; however, the site already has committed for next year with FTCC! Thirty-eight interns finished the experience although a thirty-ninth educator was critically injured at a business site!

On Friday the 23rd, interns met to devise staff development for their schools' faculties. First, however, they reported on their experiences. To say that they were enthusiastic is a gross understatement. The report phase was planned as a twenty-minute activity, but became much longer because groups were eager to share. Next, teams created PowerPoint presentations to share with their specific faculties. Seminar leaders provided pictures of the teams and the businesses as well as a disk template with six existing frames to incorporate with teams' original frames. Another activity involved taping each team's response to five questions. This phase will produce a video of six-to-eight minutes to reflect the teams' enthusiasm as well as to offer other pertinent information about Educators in Business.

Glenda C. Till, Coordinator for JobReady/College Tech Prep
Phone: (910) 678-24126 FAX: (910) 678-2442
E-mail: glendat@ccs.kl2.nc.us

Duplin County Tech Prep Consortium
Best Practice
Faculty Resource Center
At
James Sprunt Community College

The Faculty Resource Center (FRC) was established and space committed in 1998-1999 as a component of the Academic Support Center. The FRC is located in a centralized area, adjacent to a computer laboratory. The FRC provides support/training to faculty in instructional delivery processes and technology training with integration of technology into the classroom. This center supports the Tech Prep initiatives of incorporating the use of state-of-the-art equipment into articulated programs and continuing high quality staff development activities to support technological changes.

Initially, the FRC contained printed resource materials and was expanded to include computer assisted instructional materials on the various software programs used at JSCC. The FRC has been expanded to include state-of-the-art equipment that faculty can be trained to use and incorporate into the classroom setting.

With the assistance of Carl D. Perkins Vocational and Technical Education Act Grant, an Instructional Technology Assistant (ITA) was employed. The ITA is committed 100% to the FRC. The ITA is to provide support to faculty and students in the integration of technology activities. Integration activities will include the use of state-of-the-art technology including distance-learning activities. In addition, training videos, CDs, and state-of-the-art equipment are available for faculty use to develop competencies in the use of the latest technologies and software. The materials and equipment are available for checkout or may be used in the FRC where assistance is available. Group and/or individual training sessions are held for faculty.

The College has identified Computer Competencies that the various positions must possess by 2001. The ITA conducts group and/or individual training sessions for faculty on the required computer competencies. Materials in the FRC will be cross-referenced to the identified computer competencies for easy identification by faculty using the FRC. In addition, training sessions are held on the mechanics of the development of the various methods for the delivery of distance learning courses and on Blackboard-Course Info (The software adopted by the NCCCS Virtual Learning Community as the platform for the development and delivery of web-based courses). As courses are developed, the ITA provides the technical support needed by faculty members and also serves as the web administrator for the web-based courses.

As training sessions have been held or materials developed that support the faculty development process, guides are developed to include in a *James Sprunt Community College Technology Handbook.* This *Handbook* will be electronically accessible on the college's computer network as well as in hard-copy format in identified locations on campus (such as in the FRC, the College Library, each departmental area.). The Handbook will serve as a resource to faculty interested in the various forms/uses of technologies. Step-by-step procedures have/will be defined to provide guidance to faculty members but will NOT replace the training and staff development described above.

A staffed FRC is a connecting link between the faculty development process, technology, and incorporating the use of state-of-the-art equipment into the classroom setting.

Contact: **Kim Stanley, ITA**
James Sprunt Community College
P.O. Box 398
Kenansville, North Carolina 28349
Phone: 910-296-2204
Email: kstanley@jscc.cc.nc.us

Durham Technical Community College
Tech Prep Grant Project Report
Best Practices
College Tech Prep Best Practices
Durham Technical Community College
1999-2000

• Articulation contact persons: Mary Anne Grabarek, Jane Poe Eure

Durham Tech and public school faculty have worked together to develop new articulation programs so that students in public schools can receive credit for the work they have done in high school through the Articulation Agreement and so that they can begin earning Community College credit while still in high school. Examples of this activity are listed below:

- Fire Science courses offered to high school students (Huskins)
- Health Careers Initiative (Huskins and Dual Enrollment)
- Automotive classes offered at high schools (Huskins)
- Dual enrollment opportunities with special registration assistance
- ASSET testing in high schools
- Development of career pathways in Information Systems and vocational areas
- New program for high school students interested in opticianry

• Staff and Faculty Development

- Triangle Educators' Institute contact person: Nancy Bernstien, DWP
- Critical Reading Project contact person: Mary Anne Grabarek
- Durham Workforce Partnership activities contact person: N. Bernstein
- Workshops and information sessions for articulation

• Publications contact person: Mary Anne Grabarek

- Opportunities for High School students at Durham Tech
- Orange County Schools Career Pathways
- Partnership Update - 1999
- Partnership Update - 2000
- Triangle Educators' Institute materials
- Hired!

• Evaluation contact persons: Mary Anne Grabarek, Tom Mustillo

- Extensive evaluation of TEI impact on students -report attached
- Data Packet - attached
- In depth analysis of the high school class entering Durham Tech in fall 1999 - information attached and detailed in the Summary of the College Tech Prep Formal Evaluation section of the report

Best Tech Prep Practice
Computer Engineering and Networking Technology Academy
Edgecombe County Schools and
Edgecombe Community College
1999-2000

The strategy that has proven most effective in achieving the goals of Tech Prep in our system has been that of Academy programs that span grades 9-14. Prior to 1998 Academy programs had been fully implemented in two areas: Medical and Allied Health Sciences and Engineering and Industrial Technology. Our newest Academy program is in the area of Computer Engineering and Networking Technology.

The Academy concept as it has developed in our system involves four major components:

- The program addresses the development of articulated academic and technical competencies.
- The program is structured to bridge the gap between the high school and community college programs.
- The program is developed through a collaborative effort by high school and community college faculty with input from an advisory committee which includes guidance personnel and workforce representatives.
- The program includes both work-based and school-based learning.

Students who enroll in the Academy program begin by taking two high school classes in Computer Engineering Technology in addition to carefully selected related and general education courses. The Computer Engineering Technology classes introduce basic skills and safety procedures required to become an A+ Certified computer technician. Students learn to build, upgrade, configure, and troubleshoot computers, peripherals, and operating systems. They also get an introduction to computer networks and the Internet. Students get actual workbased experience by repairing and rebuilding computers for use in schools throughout the system.

After successfully completing the two Computer Engineering classes, students are eligible to begin taking college level Networking Technology classes as early as their junior year. In these classes which are taught at the community college, they learn alongside adult students skills and knowledge in telecommunication standards, protocols, network topologies, LANs, WANS, and network operating systems. The college level courses are scheduled so that students can leave the high school after their morning classes and attend the community college classes in the afternoon. They can earn up to four units of high school credit and twelve credit hours of college credit if they complete both courses. They will also graduate with advanced standing in the Networking Technology curriculum at the community college.

A new feature of the Computer Engineering and Networking Academy that will be incorporated in 2000-2001 is the Cisco Academy program. Students who complete Computer Engineering Technology I and II will have the option of enrolling in college level coursework that will prepare them for certification as a Cisco Certified Networking Associate (CCNA). The Cisco training is scheduled to begin at Tarboro High in spring, 2001 but will be offered at all three high schools as funds become available to equipment the networking labs.

Contact: Dr. Lana Vanderlinden, Edgecombe County Schools
Kathy Munday, Edgecombe Community College

College Tech Prep – Best Practice
Career Development
Far West Consortium

The Far West Consortium of Cherokee County Schools, Clay County Schools, and Graham County Schools with Tri-County Community College view Career Development as a vital component leading to the success of the College Tech Prep course of study. Emphasis is placed on career preparation with attention on helping students develop realistic and fulfilling life plans based on a clear understanding of themselves, their needs, interests and skills.

A **Career Development Plan/Graduate Portfolio** (CDP/GP) has been developed and used in our high schools. These folders contain the students 4+2 career development plans that can be updated as needed. A portfolio timeline has been developed to guide each student and teacher. On the timeline, each grade level has specific activities to complete and materials to be placed in the CDP/GP. Counselors, teachers and parents play a critical role in each student's portfolio development.

Integration is the key. Our success at each level is largely due to our integration effort. The whole school is focused on careers with all students selecting a course of study and a career pathway. Teachers make an impact with career development activities in their classrooms and across the curriculum. They incorporate career development activities such as autobiographies, interviewing skills, resumes, letters of recommendation, etc. into their curriculum and these items are filed in the students' CDP/GP. Also, career centers, computerized career materials, interest inventories (COPS and Discover), Career Days, College Days, Job Fairs, job shadowing, internships, and entrepreneur training are provided. Additionally, business/industry leaders and community clubs eagerly provide the schools with speakers, mentors, job shadowing sites, internship sites, and they serve as judges for senior exit projects.

The Senior Exit Project is the final part of the career development plan. Students have an opportunity to explore a career. Mentors are instrumental as the seniors prepare, develop, and present their projects under the supervision of their senior English teacher. The senior exit project also provides an excellent opportunity for students to demonstrate essential workplace skills such as problem-solving, time management and accessing and organizing information as well as writing and speaking.

As our students move toward graduation and beyond, they find that the CDP/GP is a viable tool for completing college applications, scholarship applications and job applications. By following the CDP/GP plan our students are provided the skills and knowledge necessary to reach their career goals.

Contact Persons: Joy Watson, Cherokee County Schools
Kathy Penland, Clay County Schools
Gary Davis, Graham County Schools
Donna Tipton, Tri-County Community College

Best Practice
Forsyth College Tech Prep Partnership

As we look back over the last year, we believe that our strongest achievement has been in the area of **Evaluation.** We contracted with The Planning Edge last fall to begin the process of analyzing all aspects of what we do in our partnership. We examined everything, the data we were tracking, as well as all the functions and activities that surround our efforts to market the College Tech Prep program. Systematically examining the data we were collecting helped us focus on what we really needed to track and where our energies would best be spent; **our entire program has benefited.**

Meeting monthly with Alan Cox of the Planning Edge, Inc., we have sharpened our tactics to meet project goals. We believe we now have an **evaluation matrix** that will reveal for the first time a comprehensive picture of what we are accomplishing in Forsyth County. And even better yet, we know where we need to concentrate our efforts in the future; our mission is much clearer to us to make parents, teachers, students, employers, and the community partners aware of the value of College Tech Prep and all of our seamless education endeavors. Ultimately, the students will be the benefactors of our streamlined, focused efforts which the evaluation system facilitates.

Some of the accomplishments driven by our improved evaluation system and data analysis:

- Deciding what data elements were the most relevant and setting up the Evaluation Matrix to track these elements, weeding out the extemporaneous data and tracking those activities and outcomes that are important to the success of students.
- Developing the actual workable matrix to capture and report the data.
- Re-adjusting our efforts and our plan of action based on the results of the data analysis, i.e. more materials in the hands of parents, more student outreach and working sessions with teachers and community college instructors on contextual and applied reaming incorporated into their teaching repertoire.
- Responding to identified data gaps. In the initial phases of developing a comprehensive evaluation system, we realized there were some strong indicators that marketing to our parents, and teachers was a high priority. We responded to this need by developing the Parent's Choices, and now the Student's Choices brochures to distribute to high school students and their parents/ guardians.
- The surveys of parents and educators directed the initiation of the Work-based Learning Initiative to expand employer involvement. As a result there has been a 33% increase in the number of employers who sponsor one or more types of WBL experiences for students.
- Our tracking of students in remedial/developmental studies reveals to us that there is still more work to do and we will continue to examine ways to reduce the need for student remediation.

Our sense of direction is now more focused and our decisions on the course of activities are based on solid results and measurable outcomes. With our infrastructure grounded on this evaluation system and data analysis, the Forsyth College Tech Prep Partnership will continue to build success for students.

GUILFORD COUNTY BEST PRACTICE: USING NATIONAL INDUSTRY STANDARDS TO DEVELOP COLLEGE TECH PREP PROGRAMS

Adopting and using national industry standards to develop and improve College Tech Prep (CTP) programs was Guilford County's best practice for 1999-2000. Guilford County's ten CTP industry councils each made up of representatives from industry, Guilford County Schools (GCS), Guilford Technical Community College (GTCC) and both High Point and Greensboro Chambers of Commerce worked through curriculum committees to identify the applicable industry standards and utilize these standards as the foundation for the technical course sequence component of the CTP course of study.

Building CTP programs based on national standards carries a number of important implications. (1) It insures that students are being educated to master the skills developed, agreed upon and recognized by industry groups nationally. (2) It insures thorough and comprehensive coverage of material at the skill level specified by the industry. (3) It involves local employers in the certification process (through the apprenticeship program) by having them verify that certain performance items have been achieved. (4) It means that students passing certification tests and awarded credentials will have these credentials recognized nationally. (5) It enables teachers to understand clearly what is to be taught, when it is to be taught and what the expectations are for students. (6) It enables students to receive advanced placement credit at the community college by receiving credit for the areas in which they have received certification while in high school.

In Guilford County, the adoption of national standards has required a significant commitment of time and money. Curriculum committees have met numerous times identifying, reviewing and helping to incorporate these standards into the curriculum. Teachers were trained and received national certification to teach the curriculum in metals manufacturing (National Association of Metalworking Skills), automotive technology (National Automotive Technicians Education Foundation [NATEF]), computer engineering technology (A+), network administration (Novell & Microsoft), network engineering technology (Nortel Networks), carpentry, electrical trades, and masonry (Wheels of Learning), and culinary arts. The workforce development staff and local CTP industry councils identified the materials, equipment, lab renovations and teacher training required to meet industry specifications. In some cases (NATEF for example) a visit by an outside team of evaluators is required prior to a program being nationally certified. In addition to the adoption of national standards in the programs named above, GCS is currently participating in the national Building Linkages in Information Technologies project—a project designed to create curriculum and skills assessments for information technology courses nationwide.

At the close of the 1999-2000 school year, all automotive technology and collision repair technology teachers are nationally certified and three of four automotive technology programs have received NATEF certification. Five carpentry programs, one electrical trades, one masonry and one air conditioning technology program have in place the Wheels of Learning curriculum and have registered students in the certification program. All teachers are certified as well. Our two metals manufacturing programs and teachers are certified and 110 students have passed one or more NIMS certification tests over the past three years. All CET, NET and Network Administration teachers are certified and are graduating students with national credentials in these areas.

TECH PREP INNOVATION/DEMONSTRATION GRANT
Skill Standards-Based Articulation of Automotive programs

BEST PRACTICE

August 17, 2000

Guilford Technical Community College
P. O. Box 309
Jamestown, NC 27182

Henry Barber, Grant Director

Much has been accomplished during the last two years to improve the quality of the automotive service technology programs in North Carolina high schools. Many of the instructors who were not ASK Certified are now certified in two or more areas. The number of high school automotive technology programs that are ASE/NATEF Certified increased from two to fourteen.

One school system (Duplin County) was successful in achieving ASEINATEF for all three of their automotive technology programs.

None of the five automotive technology instructors in Alamance County were ASK Certified. Now all instructors hold ASK Certification and have set a goal of having their programs ASE/NATEF Certified before the end of the 2000-2001 school year.

Additional accomplishments include a commitment from AYES to an AYES State Field Manager in North Carolina before the end of this year. This position will allow the work begun by this grant to continue, plus the person in the position of State Field Manager will assist schools in meeting the requirements for being designated as an AYES School.

While the measurable objectives accomplished during the two years of this grant are significant, one of the most significant is the number of high school and community college instructors now working together to improve the programs in both systems.

Haywood County

College Tech Prep Consortium
"Best Practice"

Subject: Haywood County Business, Industry, and Education Forum

Contact Information: Vicki D. Russell
Workforce Development Education Director
Haywood County Schools
1230 N. Main Street
Waynesville, NC 28786
828-456-2400
vrussell@haywood.k12-nc.us

The Business, Industry, and Education (BIE) Forum, held each summer, is a collaborative program sponsored by the Haywood County Workforce Education Partnership. Principal partners include Haywood County Schools, Haywood Community College, and Manpower.

The goal of the Business, Industry, and Education Forum is to establish collaboration between the business community and education. Teachers from Haywood County Schools as well as Haywood Community College are provided the opportunity to partner with local business and industry through four levels of participation:

Level I - Business and Industry Shadowing - This is an introduction to the Forum for first time participants. Teachers spend five days shadowing in various local businesses and industries. One day of the Forum is focused on small businesses in the area.

Level II - Intensive Job Sampling- Level II is intended for past Forum participants. Teachers are placed in businesses working with mentors in areas related to their teaching field for at least one week.

Level III - Job Placement /Summer Employment - This level of participation is for all teachers who are interested in seeking part-time employment during the summer. Teachers are matched with businesses related to their teaching field and are paid through collaboration with Manpower, Inc.

Level IV - Senior Project Development - Level IV was offered for the first time during the summer of 2000. It is designed for rising seniors who will be required to complete a Senior Project for graduation. A component of the Senior Project is to mentor with a businessperson in the community. This activity gives students and their teachers an opportunity to spend a week together with businesses related to their upcoming Senior Project.

The mission of the BIE Forum is to establish a system of open communication and cooperation, which will enhance the quality of education and lead to a system of a well-trained workforce. The BIE Forum is one of the most popular staff development activities available for teachers. Teachers receive renewal credit as well as stipends. The number of participants has expanded each year. Last year there were thirty participants. This year that number expanded to forty teachers and seventeen students.

The continued success of the BIE Forum results from the evaluation process that all participants go through on the last day. Participants of all levels meet together to reflect and make recommendations for continued Forums. Participants also plan for how they will incorporate their business experiences into the methods they use to teach. Many lasting partnerships have resulted between the school system, community college and local businesses as a result of the Forum.

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Tech Prep Best Practice
Hoke County High School
Sandhills Community College
1999-2000 School Year

Title: Career Exploration Day/Hoke High "Class of 2000"
A Day in the Life of a Sandhills Student

On April 5, 2000 (91) Hoke County High School Senior Students visited the Sandhills Community College Campus. Before the trip, the students chose two SCC Classes that related to their career objectives and turned them in to the Hoke County High School Guidance Department. SCC scheduled each student for a class. They departed HCHS at 8:30 am and arrived at SCC and gathered in Owens Auditorium. There they received a welcome and an orientation. At 10:50 the students went to their assigned 11:00 am class and remained there until 11:50. At 12:00 they were served lunch (cookout) and were entertained. Then they loaded the buses and headed back to HCHS. Everyone learned a lot about SCC and had a great time, too. A few of the students signed up to take the ASSET at a later date and some voiced an interest in attending SCC.

Emphasis for the 'Senior Day' was to:

a. Invite the entire senior class to the Sandhills Community College campus for the school day.
b. Have each student attend a class of THEIR choosing. Ricky arranged this through Lorraine so that each student could select their first, second, and third choices of classes to attend. It worked out that every student got their first choice!
c. Present the college as an attractive opportunity after graduation from high school and give each of them an overview of what programs and pathways to success we offer.
d. Provide lunch for the students and couple this with a disc jockey for some music and dancing before returning to Hoke High School in the afternoon.

Program Agenda:

9:25 am. -10:45 a.m.	Orientation in Owens Auditorium Welcome by Dr. Dempsey Job Outlook by David Pratt Financial Aid Process by Kellie Shoemake Tutoring Center by Nancy Heilman Hoke County Update by Anna McPhatter Talk by Bill Croft, Coordinator of Respiratory Care [Hoke High School and Sandhill CC graduate]
11:00 a.m. - 11:50 a.m.	Hoke High students in SCC classes
Noon - 1:20 p.m.	Lunch and Music outside Blue Hall Fountain Area
1:20 p.m. - 1:45 p.m.	Return to Owens Auditorium for Door Prizes and filling out survey for our use to measure positives and/or negatives of visit

Each student was given a folder with a SCC application, a free application for Federal Student Aid, some material from David Pratt about job opportunities, a pamphlet from the Tutoring Center, a SCC magnet, and a SCC pen. A large part of the success of the project was due to the personal involvement of the school superintendent and the college president.

For further information, please contact the persons listed below.

Lorraine Mosley
Head Counselor
Hoke County High School
505 S. Bethel Road
Raeford, NC 28376
(910) 875-2156

Ricky Hodges
Director of Recruitment
Sandhills Community College
3395 Airport Road
Pinehurst, NC 28374
(910) 695-3727

Lenoir, Greene, Jones County Schools
Lenoir Community College
Best Practice
1999-2000

The 1999-2000 efforts of the Greater Eastern Tech Prep Consortium is a continuum of previously determined initiatives. Offering effective work-based studies improved student achievement and continues to be a great source of pride for the consortium.

The closing of the communication gap between education and business/industry is evident with the continuous involvement of the 186 + separate businesses. Our students and teachers feel better about themselves and their ability as they experience more opportunities for work-based learning.

Job Shadowing continues to be a great success. The number of students working in internships continues to increase. Cooperative education experience and apprenticeship continues to reflect gain/increase. This increase can be attributed to the efforts of teachers, counselors and Job Brokers that were hired through the 2000 school year with Job-Ready funds.

The Job-Ready Summer Internship involved many educators from across the three counties. The internship in conjunction with businesses and industry provided teachers with renewal credits and stipend as they gained valuable experiences in the use of various tools of the trade. These experiences continue to help academic and workforce development teachers keep pace with new developments in the workplace.

An integral part of the work-based experience continues to take place in the Job Link Career Center, located on the campus of Lenoir Community College and on its satellite campuses in Greene And Jones Counties. Information on career opportunities educational and/or training sessions, resume writing and interview techniques can be obtained from these sites. Our Job Link serves as a link between students and their workbased experiences.

1999-2000 was a year of challenge because of the effects hurricanes and snow had on communities, businesses, schools and people. However, we again worked diligently to increase the number of opportunities for work-based learning experiences. Closer working relationships between the secondary schools, the post-secondary institutions and employers have produced students who are better prepared for additional education and work. We accomplished this by having more effective orientations, better follow-up sessions and more specific evaluation instruments.

1999-2000
College Tech Prep
Best Practice
Lincoln County Schools

Title: Technical Enhancement Symposium
Location: Lincoln County School of Technology
Industry Visitation: Blum Industries
College Visitation: Lincoln Campus of Gaston College
Gaston College

Description: The Technical Enhancement Symposium was conducted June 12th – 16th from 8:30 am to 3:30 pm. The goals of the symposium were to introduce the teams to technology utilized by the programs at the Lincoln County School of Technology, to reinforce an understanding of career pathways, to promote College Tech Prep, and to provide hands-on technical instruction. The teams included one person from the English, Math, Science, Social Studies, and Vocational departments from East Lincoln High School, Lincolnton High School and West Lincoln High School. Each team also included a representative from Gaston College.

The opening session provided the participants with an overview of the impending workshop and the requirements for completion. Sheryl Nixon, Tech Prep Coordinator for Lincoln County Schools, presented an overview of the eleven Career Pathways and Tech Prep. She explained the articulation agreement and the advantages students receive from becoming Tech Prep completers.

The five-day symposium included a variety of sessions concentrating on the application of technology in industry and the classroom. The sessions included the areas of Early Childhood Education, Drafting, Automotive Technology, Construction Technology, Integrated Manufacturing Systems, Computer Engineering Technology, and Marketing. Specific technical sessions included PowerPoint, Publisher, IntraNet, InterNet, Scanner, and the Digital Camera. The session facilitators were the faculty and staff of the Lincoln County School of Technology. Each facilitator provided an introduction to their program area and a hands-on activity utilizing technology.

The participants visited Blum Industries for a tour and were given a general introduction to the Austrian-based plant and the Apprenticeship Program for local high school students. Current apprentices from area high schools served as tour guides.

The participants visited the Lincoln Campus of Gaston College. The campus dean provided an overview of the course offerings and a tour of the campus.

The participants also toured Gaston College. The dean of each school served on a panel to discuss their academic areas and the articulation agreements that exist. The participants were given an opportunity to ask questions concerning the college.

Each participant was required to attend each of the symposium sessions, to complete the Blum Industries tour, to attend the Lincoln Campus of Gaston College tour, and to attend the Gaston College tour and presentation. Each team was required to prepare a Technology Implementation Action Plan for their high school and create a presentation using a technology package to introduce the Lincoln County School of Technology to their school.

Evaluation: Each of the sixteen participants completing the symposium submitted attended all sessions and completed the three tours. Each of the teams submitted a Technology Implementation Action Plan for their schools. Each team also created an informative PowerPoint presentation introducing the programs offered at the Lincoln County School of Technology.
During the closing session of the symposium, the participants completed an individual evaluation with specific questions and a team plus/delta evaluation. The evaluations revealed the positive impact the symposium had on all of the participants.

Symposium Facilitator: Tammy Gilmore
Lincoln County School of Technology Marketing Instructor

Martin County College Tech Prep
1999-2000
Best Practice

Roanoke Advisement Program (R.A.P.)

The Roanoke Advisement Program (R.A.P.) has been implemented at Roanoke High School to bring all secondary students, parents and educators together working on a common goal to help each student set academic and career goals. All students are assigned to a personal advisor (homeroom teacher) who will follow them until graduation. This provides an individualized system for students to develop, review and update career portfolios and five-year plans. Sections of scheduled R.A.P. sessions are scripted by the school counselors to ensure consistency in the information shared with students.

Roles and responsibilities are outlined for school counselors, advisors, students and parents. Counselors review and approve all five-year plans and schedules and serve as resources for teachers. Advisors (teachers) maintain career portfolios for students, helping them develop academic and career goals. They advise and encourage students to take challenging course work related to their career goals and seek additional assistance as necessary. Students are active participants in academic and career planning by maintaining their individual portfolios, completing R.A.P. assignments, and participating in R.A.P. sessions. Parents meet annually with the student's advisor and/or school counselor to review academic and career plans.

Although only in its second year, the R.A.P. program is proving successful. Over 90% of all parents of 8th graders attended scheduled conferences with counselors to set up career plans for high school. The 1998 High Schools That Work data shows, with the exception of academic levels of English, students' course taking patterns at Roanoke High School are well above high scoring sites in taking Algebra II, four or more science courses and five or more vocational/technical courses. Only 3% of students responded that they received no help in reviewing career plans each year, compared to 29% of high scoring sites. 14% of students (compared to 23% in high scoring sites) said they were not satisfied with help in course selection, and only 5% (compared to 7%) said no talking with either parent about planning a school program occurred.

Contact:
Susan Harris, School Counselor
Roanoke High School
21077 NC Highway #903
Robersonville, NC 27871
252-795-4081

Roanoke Advertisement Program
R.A.P.
Roanoke High School
...Reaching Higher for Success
Darlene Mobley, Principal

ROANOKE ADVISEMENT PROGRAM

The Roanoke Advisement Program will lie implemented this year to bring all secondary students; parents and educators together working on a common goal to help each child set academic and career goals.

WHAT IS THE ROANOKE ADVISEMENT PROGRAM ?

Through the Roanoke Advisement Program *(R.A.P.)* all students will be assigned to a personal advisor *(Homeroom Teacher)* who will follow them until graduation. This individualized advisement system calls for advisors to:

- Meet with assigned students individually and in small groups during Homeroom to review and update career folders and five year plans;
- Assist with academic and career and technology course selections consistent with the student's five year plan;
- Give every student someone who is interested in his/her future;
- Stress the importance of post-secondary training and education;
- Act as an advocate for the student as appropriate;

Involve parents in the academic and career advisement of their children.

WHAT ARE THE GOALS OF THIS PROGRAM?

- **To Raise Student Achievement** through offering an individualized guidance and advisement system to help students plan and pursue a challenging program of study.

- **To Involve** the community, including business leaders, parents, educators and students, in the career development process.

- **To Ensure** that all students meet high school completion requirements and make post-secondary plans.

- **To Train** educators in the area of current business and industry needs and trends in order for them to transfer the information to students.

WHAT WILL STUDENTS BE DOING IN THIS PROGRAM?

- Each student will work on developing a career portfolio which guides his/her academic preparation and career planning.
- Each student will plan academic schedules based on his/her five year plan which facilitates his/her postsecondary goals.

Lesson Outcomes

Students will

1. Develop individual academic and career goals based on the relationship between educational achievement and career planning.
2. Analyze their abilities, aptitudes, and interests as related to career development.
3. Develop skills to locate, evaluate, and interpret career information.
4. Explore the correlation between academic preparation and career planning.
5. Develop an awareness of the need for a positive attitude toward work and skills to interact positively with others.
6. Select courses oriented toward academic and career goals.

Roles and Responsibilities for

GUIDANCE COUNSELORS

- Maintain individual student's cumulative records.
- Review and approve all Five Year Plans and schedules.
- Serve as a resource for teachers. *(The counselor will be available to answer questions, provide assistance, and handle issues that are beyond teacher's responsibilities, i e. crises issues, difficulties in scheduling, etc)*

ADVISORS

- Maintain a career portfolio for each student and help them develop academic and career goals.
- Be willing to listen and encourage every student to consider all areas of the curriculum. Advise each student to take the most challenging course work possible. Encourage every student to enroll in a program completer sequence.

- Advise each student in the development and/or updating of the working Five Year Plan.
- Advise each student in the selection of course work for the following year.
- Seek assistance and make appropriate referrals for students requiring additional assistance.

STUDENTS

- Develop and maintain their individual portfolios by completing R.A.P. assignments.
- Take an active role in their academic and career planning by participating in the R.A.P. sessions.
- Base course selection on career plans and the recommendations of the R.A.P. Advisor and/or guidance counselor annually to review portfolio.

PARENTS

- Meet with child R.A.P. Advisor, and/or guidance counselor on an annual basis to review academic and career plans.
- Maintain communication with R.A.P. Advisor and/or guidance counselor.
- Discuss R.A.P. sessions on academic and career preparation with child.
- Take an active roll in child's academic and career preparation.

For more information call
your child's school.

Roanoke High School 795-4081

COUNSELORS

Susan Harris..... (A-I)
Joy Roberson ..... (J-Z)

BEST PRACTICE
COLLABORATION BETWEEN
MCDOWELL TECHNICAL COMMUNITY COLLEGE
AND MCDOWELL COUNTY SCHOOLS

CONTACT PERSON: DEBBIE LEDFORD (828) 652-7920
PERRY MCKINNEY (828) 652-6021

Our best practice is the collaboration with McDowell Technical Community College and McDowell County Schools. Before Tech Prep, McDowell High School and McDowell Technical Community College stood as two separate institutions. Tech Prep has been the vehicle for McDowell High School and McDowell Technical Community College to work hand-in-hand. Tech Prep brings these two institutions together to insure students success. Because of this uniqueness between these two institutions the following results have occurred.

A better comprehensive registration team made up of academic, vocational teachers, guidance counselors, MTCC staff; and school administration gives complete guidance in directing students in selecting high school courses, as well as community college courses necessary for career opportunities. Because of MTCC's involvement in the orientation and registration process MTCC's enrollment has increased greatly. Their involvement with the schools enables students to know their options and opportunities through MTCC.

McDowell High School was interested in starting a metals program; however did not have the staff, money, or equipment to start this much needed program. McDowell Tech had a machinist program that supplied local industries with potential employees, but with new industries opening in the area, more machinist were needed for the workforce. Through the efforts of MICC and McDowell County Schools a search was done to select an instructor to teach level one at the high school and level two to be taught at MTCC, with additional equipment purchased with Tech Prep monies.

A bond between the faculties at both institutions has been developed, through meetings to work on curriculum revisions as well as articulation agreements for students to be granted advanced credit at MTCC for classes taken while at McDowell High School. Teachers have also worked together on textbook selections, and teachers have developed a mutual respect for each other and look forward to working together each year.

The Back to Industry Project is another example of working jointly with McDowell Tech to place teachers into business/Industry. The Project has been a success for teachers and counselors at McDowell High and McDowell Tech. Teachers spend one week in business/industry where he or she may develop a practical knowledge of needs and skills required of prospective employees of the industry. In addition, the teacher may acquire a better understanding of the dignity of all work and the economic impact local business/industry have on our standard of living.

Mayland Consortium
Innovation/Demonstration Grant
Best Practice for 1999/2000

Virtual Campus Tour/Career Day

Mayland Community College representatives established a virtual campus tour/career day site on the College's homepage. Once the Mayland Community College homepage is accessed, the virtual campus tour/career day can be selected as a menu option. The website was developed by taking 360 degree digital pictures of all program areas on campus, of common areas (such as the Learning Resources Center, student services department, student lounge, etc.), and of outside areas (building exteriors, campus entrance, etc.). Video recordings were made of program representatives talking about their respective programs and career opportunities and were "built into" the facility pictures. Once all of this was "stitched" together using "Quicklime" software, the effect is that of moving around in a room or building and getting to hear related curriculum or student services information from the program representative. Every campus building and all curriculum facilities, including shops, labs, and special classrooms, are presented. Highlights of the tour and presentations include the Cosmetology department, Electronics labs, interactive television classroom, the Autobody shop, computer labs, the Horticulture lab, the Nursing lab, and the Learning Resources Center. When a curriculum area is being viewed, links are provided so that visitors can access pertinent catalog information such as the curriculum display, course descriptions, admissions requirements, articulation agreements, etc.

Compact disks of the website and all of the links were given to each of the three high schools in the consortium. High school students can access the website directly from dedicated personal computers in each of the three high schools, but have the option of viewing the CD if the high schools' internet service is too slow to conduct the tour. Prospective students can receive online all of the information they would normally get by participating in an on-campus career day.

During the Fall of 1999 a Mayland Community College representative provided training to representatives of each of the three high schools in the consortium and included media specialists and counselors/career development specialists. The training offered a demonstration of the website and detailed information on the links and other available resources. In turn, these high school representatives provided training for teachers and staff members at their respective high schools. In addition, a brochure was developed to be on-site as a resource for students and parents to guide them in accessing and maneuvering through the virtual campus tour/career day. Important information about the website and Mayland Community College services were provided.

Contact: David Biddix, Mayland Community College
828-765-7351, dbiddix@mayland.cc.nc.us

ONSLOW COUNTY TECH PREP PROGRAM
Onslow County Schools - Coastal Carolina Community College
1999-2000 Best Practice

Collaborative Action Council

Onslow County Schools (OCS) and Coastal Carolina Community College (CCCC) operate under on-going strategic plans to address short and long range improvement issues within their respective educational institutions in Onslow County. Each of these plans share mutual goals to maximize the effective and efficient utilization of local, state and federal educational resources. During 1999-2000, the Collaborative Action Council (CAC) was developed and instituted to address and achieve these mutual goals.

The CAC is composed of public school and community college members, including: CCCC President, OCS Superintendent, OCS Deputy Superintendent, CCCC Vice President of Instruction, Tech Prep Coordinators (OCS, CCCC), OCS Directors, CCCC Academic Officer for Student Services, two OCS high school principals and two OCS high school counselors. Facilitative leadership practices are utilized to organize and conduct meeting activities. The mission of the CAC is to identify and resolve current and emerging issues affecting education in Onslow County. The goal is to work towards short term and long term collaborative solutions for the needs identified in school/college improvement plans.

The CAC has hosted two working sessions since its creation in September 1999, focusing on the following issues:

- Statewide Tech Prep articulation
- Huskins Bill offerings in Onslow County
- Math placement scores within the OCS partnership
- Student placement scores
- Strategies for increasing the number of College Prep, College Tech Prep students on CCCC campus
- Joint resource utilization between the two educational institutions, including sharing of shops, labs, and faculty
- Joint staff development opportunities targeting improved teacher effectiveness

The CAC was the driving force for overwhelming agreement and signing of the Statewide Articulation in November 1999. The CAC was also instrumental in the creation of a Huskins pilot program of course offerings in three program areas (Autobody, Automotive, and Foreign Language) for the 2000-2001 academic year. Working committees have been appointed to address the other issues in depth. Action strategies developed during the initial CAC working sessions have been presented and approved by the respective institutional governing boards.

For more information, contact:

- Donald R. Herring, Director for Workforce Development, Onslow County Schools, (910-455-2211)
- Marianne K. Herring, Division Chair, Coastal Carolina Community College (910-938-6267), herringm@coastal.cc.nc.us

Pitt County
College Tech Prep Best Practice
Annual Summer Pre-Tech Prep Institute

A five day 30-hour institute for high school teachers, counselors, and administrators who spend 2 1/2 days in business/industry tours & visits, and 2 1/2 days in curriculum area rotations at Pitt Community College. The purpose of the institute is to relate and connect education to the workplace. Participants hear presentations from employers and PCC instructors and students, and also shadow in the different areas for one-half day. Participants also take pre-employment tests and the Community College Asset Placement Test. Participants who complete the 30-hour institute receive 3 CEUs of credit and a $300.00 stipend.

See attached agenda.

Contact: Randy Collier, Pitt County Schools, 252-830-4207
Emily Hardison, Pitt County Schools, 252-830-4267
Gene Hemby, Pitt Community College, 252-321-4408

PITT COUNTY PRE-TECH PREP INSTITUTE FOR EDUCATORS
LEVEL II
July 10-14, 2000

AGENDA

Participants will meet in the parking lot behind the Humber Building at 8:15 am on Monday, July 10th. We will travel by bus to Wachovia Dealer Service Center.

Monday, July 10th		
8:45	Wachovia Dealer Service Center - Thomas Langston Rd. Coffee/refreshments	
9:00	Opening Session Introductions/overview of week	Randy Collier/Gene Hemby
	Presentation	Sharon Justice Human Resources Manager
	Site Tour	
11:30	Depart	
11:40-12:40	**Lunch**-Ryan's Steakhouse	
1:00-3:00	Presentation-PCC Campus – Everett Bldg., Room 145	
	"World Trade-Reality Check: The changing U.S. Manufacturing Industry" Jim Williams-Human Resources Mgr., **Rubbermaid Cleaning & Maintenance Products**	

Tuesday, July 11th	PCC-Technical classes rotations **(Lunch on your own)**
Wednesday, July 12th 8:30-11:00	**NACCO Materials Handling (Administrative Operations)** Presentation facility tour
11:30-3:00	**Pitt County Memorial Hospital** Lunch/job shadowing
Thursday, July 13th	PCC-Technical classes rotations **(Lunch on your own)**
Friday, July 14th	PCC-Last technical class rotation Lunch Closing Session

RICHMOND COUNTY
BEST PRACTICE
COLLEGE TECH PREP TRANSCRIPT ANALYSIS

The exit review findings from the 1998-99 evaluation of the College Tech Prep program at Richmond Senior High School revealed that 33% of the seniors were in a general/vocational course of study. Richmond Senior High School's College Tech Prep team which is made up of the Career Development Coordinator, Special Populations Coordinator, the Assistant Principal for Instruction and Curriculum, and the College Tech Prep Advisor, saw the need to move those seniors labeled general/vocational into a College Tech Prep or College Prep course of study. In order to insure an increase in the number of College Tech Prep and College Prep completers the team analyzed each senior's transcript in September.

Each transcript is studied to determine if a senior meets requirements for high school graduation and requirements to be College Tech Prep or College Prep/College Tech Prep completer.

If a student needs a course in order to graduate or to become a completer, the student's name, identification number and courses needed to become a completer are listed. The completed list is then sent to a Richmond Senior High School counselor so that the student(s) may be consulted as to schedule changes. In many instances the students need Algebra II or Tech Math II in order to be a College Tech Prep completer.

Due to the efforts made at the beginning of the 1999-2000 school year, there was a combined increase of approximately five- percent in College Prep. College Tech Prep, and College Prep/College Tech Prep completer. As a result of **transcript analysis the percentage of College Prep completers increased from** 27.2% in 1999-98 to 30.5% in 1999-2000: College Tech Prep completers increased from 0.3% in 1999-98 to 5.0% in 1999-2000. The percentage of General/Vocational completer decreased from 32.9% in 1998-99 to 28.0% in 1999-2000. These improved percentages support the practice of senior transcript analysis.

Richmond Community College
Best Practice
1999-2000

Nationally, There is very low percentage of minority males enrolled in college. In the academic year 1998-1999, they numbered 10% of the enrollment at Richmond Community College (RCC). As part of our Tech Prep initiative, RCC used the Tech Prep Video and the Tech Prep brochures to recruit the male students. The Director of Recruiting integrated the Tech Prep Video and brochures in presentations made in 48 classes at RSHS. Also, they were used in Career Pathway classes and in other presentations in Richmond County. Our male minority enrollment increased to 39% of our male enrollment for 1999-2000.

The grant monies enabled us to do the testing of juniors at RSHS to provide the students the knowledge of their skills levels in relationship to what they needed for college.

RCC's Special Populations Coordinator has developed a male mentoring program after the minority males enroll. They have weekly meetings with special programs and speakers such as interviewing, study skills, money management, etc. Retention of the minority males is extremely important.

Rockingham County College Tech Prep
Enhancement Grant
1999-2000
Best Practice

Partnering between education and the business community is vital in our efforts in preparing students for their futures. One of the most successful partnerships in Rockingham County is evidenced in the Directed Internship program at the four high schools. Seniors are provided the opportunity to enroll in Directed Internship and complete a "real world" experience related to their career goal. The internship provides the opportunity for the student to experience "real" expectations and high standards of work, they see the relevance of their coursework, they develop a stronger sense of self worth and confidence based on their interaction with adults and responsibilities on the job.

Expectation of students who select to participate in a Directed Internship are to maintain a journal of daily activities, keep a record of time spent at the internship site and to complete a final project related to the internship. The internship is supervised by a teacher who maintains regular contact with the supervising business partner.

Involving business, teachers and students in the learning process helps each more readily reach individual and combined goals for our county.

RUTHERFORD COUNTY COLLEGE
TECH PREP PARTNERSHIP
BEST PRACTICE
1999-2000

School-Wide Writing Initiative

Chase High School English II writing scores were not at the level to make one proud in 1996-97. The index score for this period was 38.4. During discussion regarding College Tech Prep initiatives, the topic of how to improve writing scores came up. The improvement team wanted to make improving writing a priority for their schools plan. Mary Lou Harris, sales representative for Write Source had a new book displayed at one of the NC Staff Development Conferences titled Writers Inc. School to Work by Sebranek/Myer/Kemper/Van Rys. A sample copy was obtained and presented to the Chase High School Improvement Team and then to the faculty. A unanimous decision was made to purchase class sets of this text for most classes in the school including Workforce Development Education classes. Staff development on how to use the School to Work text was presented by the Write Source personnel for all faculty members at Chase High School.

Upon completion of staff development activities each teacher was asked to report on how they had used the School to Work text in their individual classes. Response to this request was very good. All teachers began to include writing exercises in all assignments. The English Department began publishing a suggestion sheet monthly for the school-wide writing initiative. This is a fact sheet that teachers can keep handy at their desk to use in planning and to incorporate writing into their lessons. There is a new suggestion sheet published each month with different ideas about writing and vocabulary building.

The first year of using the School to Work text, scores on the English II writing test went from 38.4 to 52.5 in 1999-2000. Chase High School has, as one can see, made very good, sustainable progress in their writing scores as a result of this project, made possible through College Tech Prep and JobReady funds.

Samples of The Write Stuff attached.

For additional information, contact Grady Franklin at Chase High School:
E-mail -gfranklin@rutherford.k12.nc.us Phone- 828-245-0584

"Everyone has a right to an opinion, but no one has a right to be wrong about the facts. "

Anonymous

SAMPSON COUNTY COLLEGE
TECH PREP CONSORTIUM
BEST PRACTICE
VIDEO: "THE RACE IS ON"

Representatives from the Sampson County business/industry community, Sampson County Schools, Clinton City Schools and Sampson Community College cooperated in the production of a video, "The Race Is On". The video's goals are to stimulate students' thinking in making career choices, to explore the routes they can take to prepare for those career choices and to increase students' awareness of the many career options which can be found in Sampson County. The video will be used in counseling with students as they begin developing and modifying their career development plans. The committee defined the ideas they wished to be included in the video, specified the career majors to be featured in detail, selected the company and school shots to illustrate those career majors and edited the video. Educators from Sampson Community College, Sampson County Schools and Clinton City Schools designed and printed a brochure, "Pathways To The Future" to be used in conjunction with the video.

Deborah Clark, Sampson Community College's TV Coordinator/Public Information Officer, and Kathleen Squibb, Clinton High School Technology teacher, provided invaluable assistance in the technical aspects of the video while Clinton City Schools Workforce Development Coordinator, Fletcher Pearson, and Career Development Coordinators Lou Anna Herring, Hobbton High School; Kim Fann, Clinton High School; and Dell Mainor, Union High School, provided information about the career clusters and content. Business representatives from Hog Slat, Inc. (Bill Fulton, committee chairperson), Piggly Wiggly Stores (Kathy Gautier) and Star Telephone Membership Corporation (John Wengert) suggested businesses to use in the video and gained support from those businesses. The Career Development Coordinators at each of the high schools coordinated the taping at their respective schools.

The eleven occupational clusters are featured in the video but five–Public Service Technologies, Agricultural and Natural Resources Technologies, Business Technologies, Health Sciences and Engineering and Industrial Technologies– are emphasized. Diversity in respect to gender, race, schools and businesses is maintained in the video Each of the five high schools in Sampson County are highlighted in the video to illustrate one of the five featured occupational clusters with information about courses which can be taken at Sampson Community College to further the students' education in that cluster. To insure geographical representation of the business and industry community, businesses and industries from across the county are spotlighted.

Educators (public schools and community college), business/industry leaders and parents (at school open houses) have viewed the video and been positive in their reception. Counselors and teachers will use the video with students during the school year.

For additional information, contact Carolyn Roth, Workforce Preparedness Coordinator, Workforce Preparedness Office, PO Box 1019, Clinton, North Carolina 28329, or telephone 910-590-3046.

Surry, Yadkin, Stokes, Elkin, Mt. Airy and Surry Community College System JobReady/Tech Prep Partnership Best Practices

Title: CAMP MED, A Health Careers Awareness Camp for Ethnic Minority Students, Grades 9-11

Goals:

- To introduce students to various heath careers
- To provide opportunities for students to observe health care professionals at work
- To explain health sciences career pathway
- To review students' career development plans
- To introduce students to allied health science programs available through Surry Community College
- To provide positive role models for students – adults who completed allied health science programs and are currently employed in this field
- To teach leadership, communication, and goal-setting skills

Dates: July 10-14, 2000

Location: Surry Community College and various health care facilities (see below)

Students: 11 ethnic minority students from Surry, Yadkin, and Stokes Counties

Topics Addressed:

- Leadership/Communication Skills
- High school graduation requirements
- Courses of Study
- Career Pathways
- Community College Programs – programs, admissions requirements, financial aid
- Articulated Credits
- Goal Setting
- Professional Ethics
- Resume Development

Sites Visited:

Central Continuing Care
Northern Surry Hospital
Hugh Chatham Memorial Hospital
Surry Community College
Wake Forest University Baptist Medical Center

Partners: SYSTEM JobReady/Tech Prep Partnership
Northwest AHEC, Wake Forest Baptist Medical Center

Description/Evaluation:

Students were involved in workshops which addressed the topics listed above and participated in group shadowing of health care professionals in the facilities listed. Facilitators included the SYSTEM JobReady/Tech Prep Projects Coordinator, Surry Community College counselors and instructors, Bill Means from the Northwest AHEC, and teachers from two high schools in the partnership.

On a written evaluation done on the last day of the Camp, students and the high school teachers rated the experience as "Very Beneficial." Students requested an opportunity to participate if the camp is held next summer and suggested individual job shadowing as a follow-up activity. Several students indicated they would change their course schedules so that they would be "completers" in Health Sciences pathway, and the eleventh graders indicated they will take advantage of Concurrent Enrollment and Articulated Credits.

Follow-Up Activity:

During fall semester of the 2000-01 academic year, student participants will be invited to Surry Community College for a "reunion" and an educational session on the college placement tests.

Contact: Sue Jarvis, JobReady/Tech Prep Projects Coordinator
SYSTEM JOBREADY/TECH PREP PARTNERSHIP
SURRY COMMUNITY COLLEGE
PO BOX 304
DOBSON, NC 27017
336-386-8121; FAX: 336-386-4262
E-Mail: jarviss@surry.cc.nc.us

Best Practice
1999-2000
Wilkes County Schools/Alleghany Community College

The Alleghany Cyber Campus offers high school, community college and graduate level courses to students and teachers as well as to businesses and community members. During the regular school day, students at Alleghany High School are enrolled in dual-credit courses from Wilkes Community College. These classes are as listed: Communication Skills, Court Procedures and Evidence, Intro to Criminal Justice, Technology in Society, Early Childhood Admin. I, Business Law, Principles of Accounting, Principals of Microeconomics, Political Science and a course was transmitted from AHS for students having difficulty in succeeding in Algebra. Utilizing the video room we are teaching Media and Technology, where students have access to state of the art technology.

There are sixteen internships in the cyber classroom. These students will learn to operate the control room, to develop multimedia presentations, and to produce videos in the video conference studio. The interns also work after school with business/industry in setting up workshops, designing brochures, operating the cameras and assisting with software and hardware problems. To enable parents to understand the instructional strategies utilized in the cyber classroom, an open house is held each semester.

Extensive staff development is now available to all faculty in the area of technology such as Front Page, Access, Blackboard, Classroom Assessment and Level II Computer Competencies. Currently, a group of teachers are working on their graduate degree in Instructional Technology. All of the Workforce Development Business teachers are in this program.

For the academic year 2000-2001, WCC and Alleghany County Schools will offer additional cyber opportunities to students that will allow them to "fast track" in college enrollment requirements for their two year degree. Classes that will be offered during the regular high school day that afford students advancement opportunities include: Introduction to Political Science, Western Civilization I and II, General Psychology, Southern Culture, Technology and Society, and Introduction to Business.

During the academic year 2000-2001, additional professional development for educators will be delivered through usage of the cyber classroom. The professional development planned includes developing lesson plans by integrating the National Career Standards into various curriculums, additional career pathway knowledge for counselors and teachers, further promotion of knowledge about tech prep for teachers, administrators, and counselors.

A project for workplace readiness and college preparedness has been implemented at Alleghany High School to encourage students to become more career focused. College classes offered on site at the high school include College Student Success, College Study Skills, Career Assessment, Managing a Team, and Professional Transition (ACA Instruction).

Cindy Smith, Educational Liaison
Tech Prep Coordinator
336-838-3921

Wayne County
Best Practice
9th Grade Career Development Orientation

Wayne County Schools and Wayne Community College have developed a Career Planning process with an emphasis on 9th grade students. All 6 high school located in Wayne County participate in this process. The process involves three 90-minute class periods. Students are visited by the High School Career Development Coordinator on the first day of the process. The importance of Career Planning is discussed and the COPS Interest Inventory is administered to match student interests with appropriate careers. On the second day students receive a Power Point presentation by student services personnel from Wayne Community College. In this session students are introduced to the Tech Prep program and opportunities available to further their education at Wayne Community College. The students also view a video of the campus and activities at the college. When the students become seniors they will travel to the Wayne Community College Campus where they are given specific program information and campus tours by Wayne Community College staff members. This affords the students to visit labs; classrooms and see actual "hands-on" instruction taking place. Students are exposed to a variety of career possibilities.

On the last day of the 9th grade sessions, 9th grade classes are divided into small groups. Each group meets with a guidance counselor or Career Development Coordinator and is assisted in completing a 4-year academic plan with projected classes needed to reach career goals. A copy of the plan is given to the students to share with their parents. The remaining copies are placed in the student's career planning folder. These folders are used by the homeroom teachers during registration to help students select their classes for the coming year. These career plans are reviewed each year to insure the students are "on track". If the student changes career goals their plans are changed.

Students are exposed to career exploration early in their high school experience. Homeroom teachers, CDCs and counselors help guide students in making choices that will prepare them for further education and a fulfilling career.

Students are advised on how selecting certain classes will better prepare them for their career and to be eligible for Tech Prep Programs. Students see the relevance of choosing classes in preparation for their careers rather than taking classes to be with their friends or classes they feel will be easy. College Prep/College Tech Prep enrollment has continued to increase since beginning this process. The Career Development Coordinator assigned to each high school may be contacted for more information. These people are:

Mary Rogers	Charles B. Aycock H.S.	919-242-3400
Morris Pate	Eastern Wayne H.S.	919-751-7120
Marchelle Horner	Southern Wayne H.S.	919-705-6060
Carol Whitley	Goldsboro H.S.	919-731-5930
Mel Isom	Spring Creek H.S.	919-751-7160
Mel Isom	Rosewood H.S.	919-705-6050
Curtis Shivar	Wayne Community College	919-735-5151

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